DOCUMENT RESUME

ED 163 247 CE 018 930

TITLE Advisory Committees in Career Education: Function, Organization, Meetings, Maintenance.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 78
NOTE 70p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Activities; Administrator Guides; *Advisory Committees; *Career Education; Elementary Secondary Education; Guidelines; Institutional Role; Leadership Responsibility; *Maintenance; *Meetings; *Organization; Postsecondary Education; Program Coordination; Program Improvement; Program Planning; Records (Forms)

ABSTRACT

This publication offers guidelines for establishing and operating advisory committees for career education, elementary grades through community college. Each of the four chapters included in this guide contains key concepts and step-by-step checklists. Focusing on the functions of the advisory committee, chapter 1 discusses the following topics: reasons for establishing an advisory group; role of advisory council for total school programs; role of advisory committee for individual career programs; roles of supportive school personnel; and defining what type of group is needed. Chapter 2 focuses on the organization of advisory committees and discusses their functions with school administration; obtaining support for an advisory committee; developing a working membership; and establishing advisory committees. Chapter 3 presents important information related to advisory committee meetings and includes such topics as elements of a good meeting; how many meetings are necessary; planning the agenda; and evaluation and follow-up. Some of the topics discussed in the final chapter on maintenance are orientation of members; long-range planning; outside assignments; recognition; and revitalizing old committees and/or ineffective ones. Several related materials are appended, such as an organization checklist, roles and responsibilities of committee officers and members, a sample constitution of an advisory committee for career education, sample agendas, evaluation forms, and a sample letter of appreciation. (BM)

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ADVISORY COMMITTEES IN CAREER EDUCATION

- Function
- Organization
- Meetings
- Maintenance

This set of guidelines for the use of advisory committees for Career Education programs was originally developed through an applied research project funded under Part C, P.L. 90-576, from the Oregon Department of Education.

Spring 1978

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FOREWORD

Advisory committees have played a vital role in developing Oregon's career education program. These committees have been used in community college "vo-tech" programs and high school cluster programs, a concept that has since proved successful in a variety of other programs, locally and statewide.

Key to the success of advisory committees is adequate and appropriate planning. The following information will be helpful when planning and working with educators, community, business and industry advisory groups.

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ACKNOWLEDGEMENTS

Coos Intermediate Education: Ronald Olsen, Regional Coordinator for Career and Vocational Education (Editor)

Klamath County School District: Paul Mallonee, Coordinator for Career Education (Editor)

Linn-Benton IED: Burr Fancher, Regional Coordinator for Career and Vocational Education
Ada Lofts, Editor (Revision)

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These guidelines are disseminated through the Applied Research Unit, Career Education, Oregon Department of Education, Salem.

INTRODUCTION

Career Education, an integral part of the entire instructional program, is based on the concept that each individual will perform several roles throughout life; among these roles are: family member, citizen, producer. Instruction--to be comprehensive--needs to provide awareness, exploration, preparation and specialization for life roles.

The state plan for vocational education requires an operating advisory committee as a condition for reimbursement for secondary schools and community college programs. An advisory committee is a source for continuous evaluation and community involvement.

This publication offers guidelines for establishing and operating advisory committees for Career Education, elementary grades through community college. Each of the four chapters that follow (Functions, Organization, Meetings, Maintenance) contains key concepts and step-by-step checklists. Items in the appendix are easily detached, making duplication more convenient.

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I. FUNCTION

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KEY POINTS

Define the need for and purpose of the advisory group.

Identify the role and function of the advisory group.

Determine the type(s) of advisory group(s) required to meet specific needs.

WHY HAVE AN ADVISORY GROUP?

The function of each advisory group is determined by the needs of the particular program area(s) served. There are seven types of advisory groups discussed in this section; the advisory council as well as advisory committees for specific functions (awareness, exploration, preparation and ad hoc advisory committee). Suggested functions of advisory groups are in Appendix A, page 35.

ROLE OF ADVISORY COUNCIL FOR TOTAL SCHOOL PROGRAMS

Provide direction in developing career and vocational education programs.

Provide technical information and assistance as requested by the school administration or school board.

Assist in the promotion of career and vocational educaton programs in the community.

Assist in developing youth organizations and youth leadership activities.

Provide liaison between all levels of career and vocational education (K-12 and community college) to avoid duplication and provide continuity.

Review and approve local applications for funding (a requirement of the Vocational Education Amendments Act of 1976).

Review and revise career and vocational education budget and recommend it to the school administration and the school board.

Keep informed of current occupational and educational trends in the community.

Serve as a team for assessment and evaluation of career and vocational education programs.

Provide assistance to teachers as requested.

ROLE OF ADVISORY COMMITTEE FOR INDIVIDUAL CAREER PROGRAMS

Provide direction to curriculum development to insure relevance to the world of work.

Provide technical information and assistance when needed.

Assist in program development and improvement.

Assist in securing adequate training stations.

Assist in the placement of graduates.

Provide career and vocational guidance for students.

Assist in the development of public relations to inform the community about the program.

Assist with the activities of the youth organization and/or the leadership development of students.

Develop methods of recognizing student achievement.

Serve as a team for assessment and evaluation of the program.

Assist with the development of short- and long-range planning.

Review and revise program budget and recommend it to the school administration.

Review and approve proposals for funding.

Provide articulation with community college.

ROLES OF SUPPORTIVE SCHOOL PERSONNEL

School Board: appoints advisory group members; reviews and considers recommendations made by the advisory groups.

Superintendent: sees that advisory groups are formed and that letters of appointment are sent to members.

Career Education Director: sees that advisory groups are implemented and that the instructors are working effectively with their committees. The director utilizes the central advisory council to coordinate all career and vocational education programs and related activities. The central advisory council is usually a primary responsibility of the career director.

Principal: sees that the advisory groups within the building are functioning effectively.

Instructor: motivates and works with the chairperson of the committee. The instructor should act as a consultant to the chairperson and the committee,

providing needed information for program development and improvement. Secretarial duties will be assumed by the instructor including preparing and mailing agendas and other written materials as needed.

WHAT TYPE OF GROUP IS NEEDED?

CENTRAL ADVISORY COUNCIL

A central advisory council is composed of representatives from career and cluster advisory committees in the district.

The central advisory council is composed of representatives from the awareness and exploratory committees as well as each cluster committee presently in operation and those projected in the long-range plan.

The primary function of the central advisory council involves total program planning, inservice recommendations, and coordination between programs and grade levels. Representatives on the central council may be the chairperson or an appointed representative from each committee.

In small schools, a central advisory council may be the only advisory group. In such a case, representation should come from a cross-section of the community. There should be at least one representative from the career awareness program, the career exploration program, and each occupational program.

This council is the appropriate one to use for approval of the local application for vocational funding under the 1976 Vocational Education Amendments Act.

Figure 1. Sample Structure: Central Advisory Council

AWARENESS ADVISORY COMMITTEE

This committee is composed of representatives of the community that advise elementary career awareness programs, usually one committee per school. The committee may be a subcommittee of the PTA or similar group.

A district awareness advisory council can be used when there are several elementary schools, each having their own advisory committee. A representative of each school's advisory committee will serve on the district-wide awareness advisory council. One representative from this council will serve on the central advisory council.

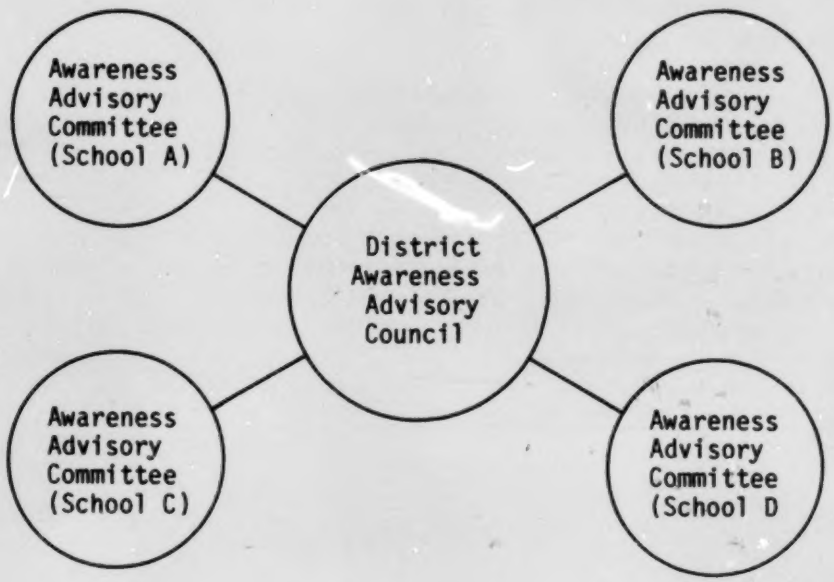
Awareness Advisory Committee (School A)
Awareness Advisory Committee (School B)
District Awareness Advisory Council
Awareness Advisory Committee (School C)
Awareness Advisory Committee (School D

Figure 2. Sample Structure: Awareness Advisory Council

EXPLORATORY ADVISORY COMMITTEE

This committee is composed of representatives of the community that advise on the exploratory career programs. There is usually one committee per school or district depending on administrative structure. The individual committees that are established may be subcommittees of the parent group or they may be established specifically for occupational exploration programs.

A district exploratory advisory council can be used when there are several intermediate schools, each having their own advisory committee. A representative of each school's advisory committee will serve on the district-wide

exploratory advisory council. One representative from this council will serve on the central advisory council.

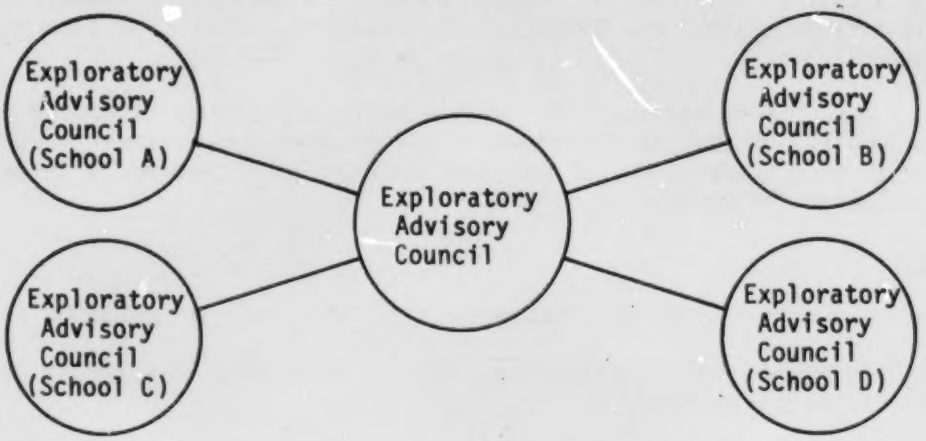
Exploratory Advisory Council (School A)
Exploratory Advisory Council (School B)
Exploratory Advisory Council
Exploratory Advisory Council (School C)
Exploratory Advisory Council (School D)

Figure 3. Sample Structure: Exploratory Advisory Council

CLUSTER (OR PROGRAM) ADVISORY COMMITTEE

This is a broad cross-section committee from business, industry and labor representing the key occupations of a specific cluster. Usually there is one such committee for each cluster program.

A representative from each cluster advisory committee serves as liaison to the central advisory council.

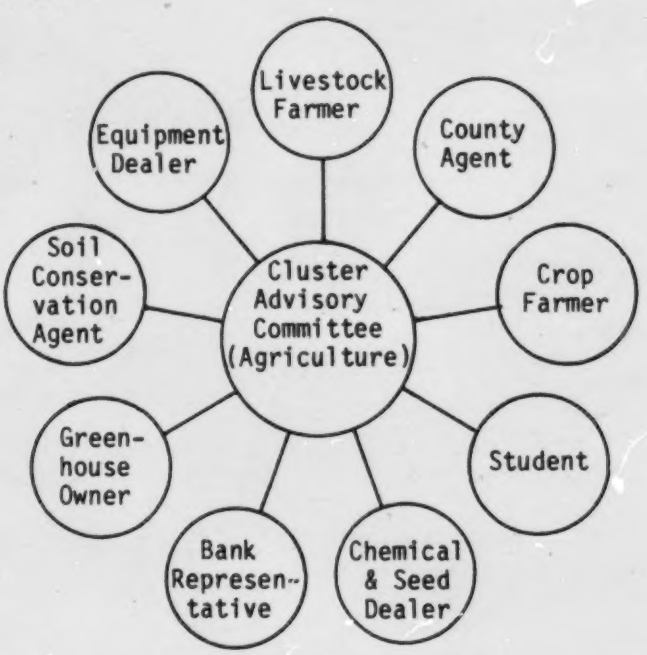

Figure 4. Sample Structure: Cluster Advisory Committee

AD HOC ADVISORY COMMITTEE

An ad hoc advisory committee is established for a specific purpose and when that purpose is achieved, the committee is dissolved. This committee may meet once or several times.

An ad hoc committee is most helpful when schools are trying to decide program direction, whether or not to implement a new program, or if local industry is supportive of such a plan. An ad hoc committee can pull together a large group of representative interests.

For example:

Your school is considering the implementation of a forest products cluster.

The purpose of the ad hoc committee would be to determine if a forest products cluster should be implemented.

The organizational structure of the committee should include complete representation (15-18 persons) of the industrial base of the community as well as those suggested in the example below. More than one representative from a given area is recommended to provide a cross-section of industry.

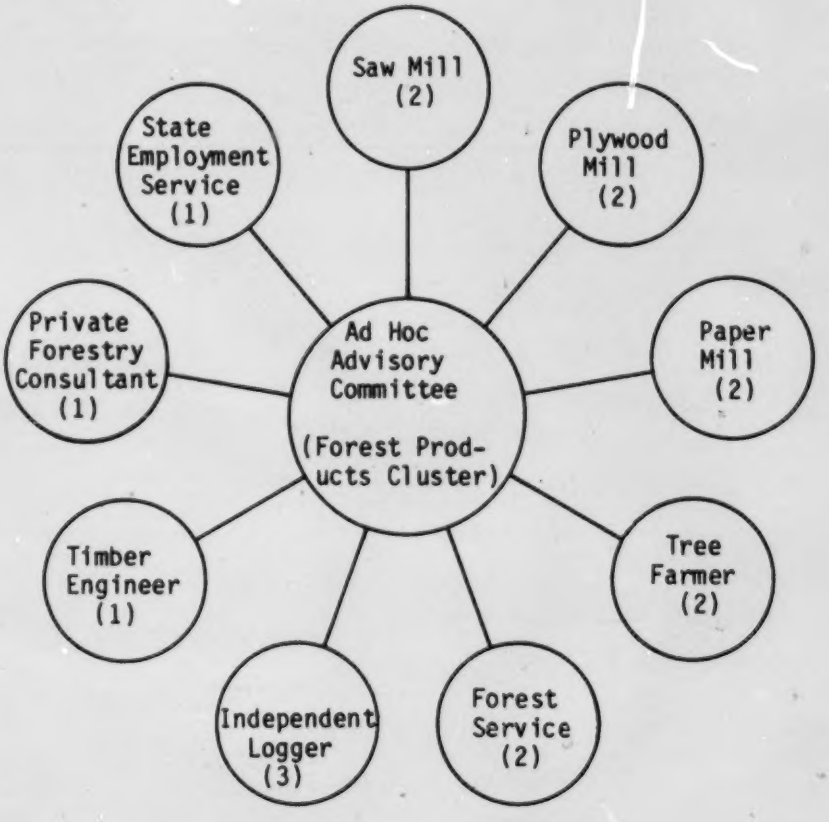

Figure 5. Sample Structure: Ad Hoc Advisory Committee

COMMUNITY COLLEGE CENTRAL ADVISORY COUNCIL

A community college may wish to organize a central advisory council to review and approve the proposals for funding under the 1976 Vocational Education Amendment Act and give advice for program development. This type of council should include broad representation of the "vo-tech" program areas and might include members of program advisory committees. However, some community colleges have thirty or more "vo-tech" programs, which makes it nearly impossible to represent all programs on a central advisory council.

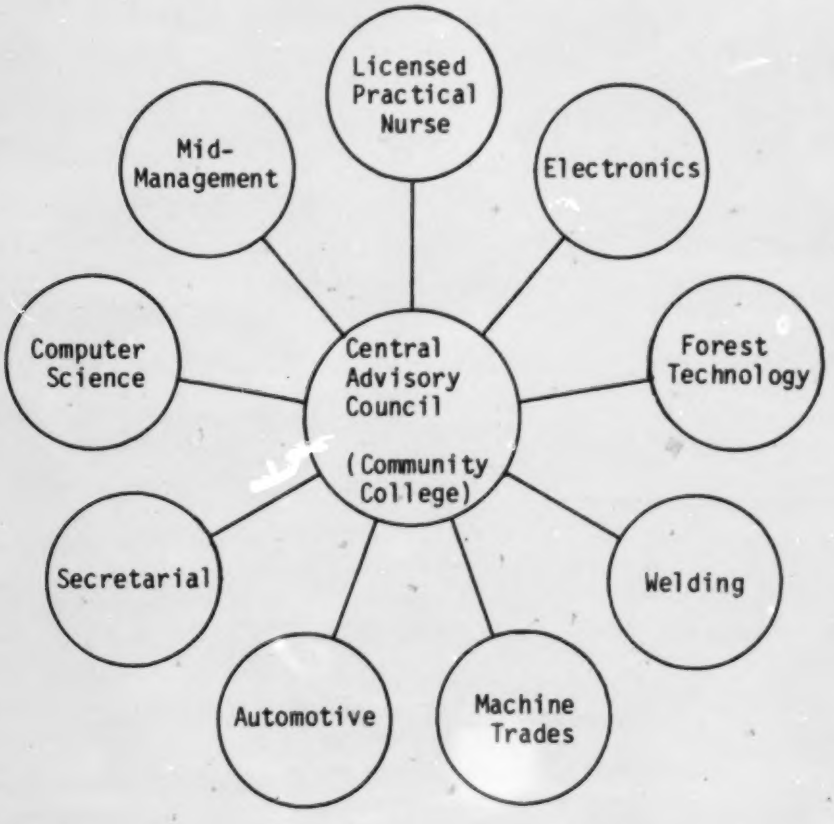

Figure 6. Sample Structure: Central Advisory Council, Community College

COMMUNITY COLLEGE ADVISORY COMMITTEE

Usually there is one committee for each speciality, occupation or trade. A broad cross-section committee should be selected from business, industry and labor to represent specific programs.

Individuals with expertise in specific vocational areas should be recruited for the advisory committee. It is recommended that secondary cluster committee representation be included to assist in the improvement of program articulation.

The chairperson or appointed representative of this committee should serve on the community college central advisory council.

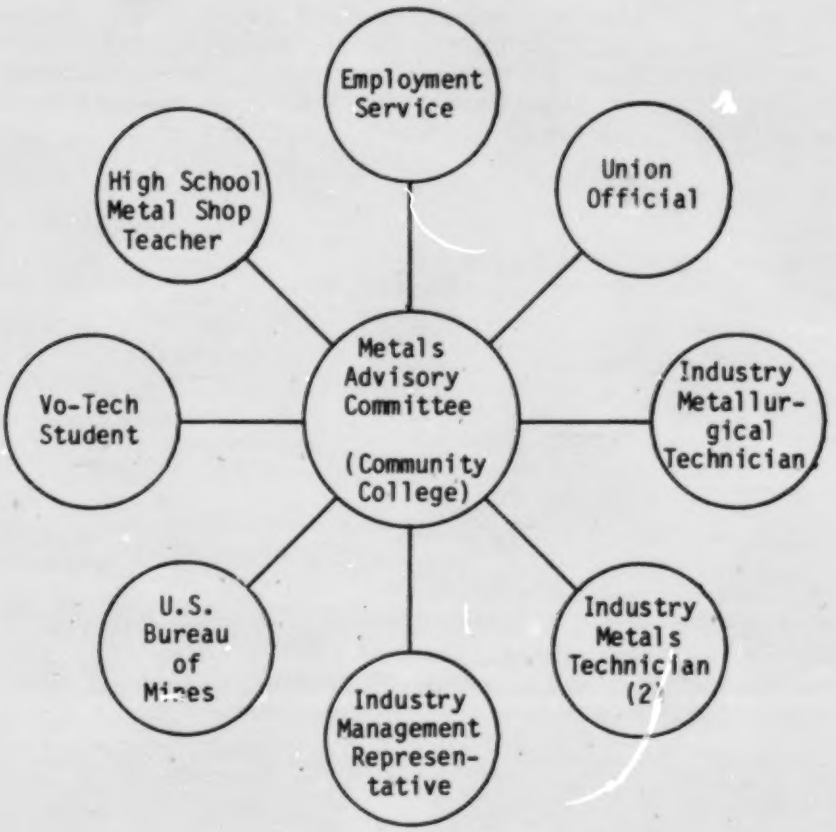

Figure 7. Sample Structure: Metals Advisory Committee

II. ORGANIZATION OF ADVISORY COMMITTEES

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ORGANIZATION OF ADVISORY COMMITTEES

KEY POINTS

Discuss the functions, organization and operation of advisory committees with school administrators.

Meet with the local school board to discuss organizing an advisory committee.

Develop a balanced, working membership.

Establish the advisory committee by official board appointment.

Plan the first meeting well; this is critical.

Draft a constitution or policy document to provide guidelines and direction to the committee.

Orient committee members to their role and responsibilities.

Design a program of work that provides meaningful involvement.

Elect officers during the second or third meeting.

The basic procedures for organizing advisory committees has been well established. Although some modifications exist, the basic steps are as follows:

DISCUSS THE FUNCTIONS, ORGANIZATION AND OPERATION OF ADVISORY COMMITTEES WITH SCHOOL ADMINISTRATORS (PROVIDE INSIGHT).

Advisory committees owe their success to the active support of such school administrators as the principal, career education director, superintendent and department chairpersons. (See Organization Checklist, Appendix B, page 41.)

Suggested contacts at the community college might be the department chairperson and dean of instruction.

The following checklist of possible functions may be helpful when explaining the need for advisory committees to your school personnel. The advisory committee can:

Assist with community surveys to determine or verify the need for training.

Interpret the program to the community.

Provide assistance in placement opportunities for students.

Provide current occupational information.

Help plan for facility and equipment needs.

Assess ongoing programs.

Assist with long-range program plans.

Help identify technical skills for entry-level employment through curriculum review.

Help develop cooperative work experience programs.

Approve funding applications for vocational programs.

Serve as a sounding board for the community-at-large.

ARRANGE TO MEET WITH THE LOCAL SCHOOL BOARD TO DISCUSS THE QUESTION OF ORGANIZING AN ADVISORY COMMITTEE (OBTAINING SUPPORT).

Arrangements for the meeting with the board are made through the chief school administrator.

Questions to be discussed with the board might include:

1. Why do we need an advisory committee?
2. How will the committees be used?
3. Why organize at this time?
4. Who is responsible to see that it is properly implemented and administered?
5. What is the organization and policy structure of an advisory committee?

You should go into this meeting with answers for each of these questions. DO YOUR HOMEWORK! You must be convinced that you need an advisory committee in order to sell the idea to others.

DEVELOPING A WORKING MEMBERSHIP (SELECT REPRESENTATIVE MEMBERS).

Membership

Number of members: An advisory committee should have a workable number of members, usually between five and twelve. (See Advisory Committee composition Checklist, Appendix C, page 43.)

Balanced membership: Members should include representatives from labor, management and students. It is important to include labor as well as management; labor can provide current information on entry-level skills. For example, the health cluster may wish to include doctors, nurses, lab technicians, occupational therapy personnel and a student.

Background of members: Members are to be consultants and should be selected because of technical knowledge in the area.

In order to facilitate articulation between levels of education, representation from other levels of an occupational area should be considered. For example, a high school agriculture committee might include a community college representative and/or a teacher trainer from Oregon State University.

Selection of Members

A number of procedures have been effectively used in the selection of members. One common selection procedure is shown below. After the board has granted approval to organize a committee, the staff person responsible can proceed with the selection process.

Develop a list of potential members. (See Appendix D, page 45).

Check the list and balance the membership.

Select two representatives in each category of the committee, a first choice and an alternate in case the first declines.

Secure approval of the list (both first and alternate selections) from the superintendent and board. (It would be embarrassing to ask someone to serve, only to have them rejected.)

Contact all first choice members (personnally, if possible) to see if they are willing to serve. Explain the program and their role as an advisory member.

If necessary, contact alternates to complete the membership.

ESTABLISHING ADVISORY COMMITTEES

Board Appointment: BOARD APPOINTMENT IS CRITICAL TO PROVIDE A WORKING RELATIONSHIP BETWEN THE BOARD AND THE COMMITTEE.

Submit the final membership list for board appointment.

After final appointment is made, a letter signed by the board chairperson should be sent to each member. (See Appendix E, page 51.)

Mechanics of Organization:

The officers of the committee should include a chairperson, vice-chairperson and a secretary. The school representative should act as executive secretary; the positions of chairperson and vice-chairperson should be held by committee members. (See Appendix F, page 55, Roles and Responsibilities of Select Committee Officers.)

Prior to the first meeting, the instructor should appoint a temporary chairperson. Together they will plan the agenda for the first meeting. (This temporary chairperson would serve until officers are elected at a later meeting.) It is most important that the meetings are run by the committee, rather than the attending school personnel.

Public Recognition for Members

Advisory members should have received a letter of appointment prior to any public announcement. As industrial labor and business representatives for their colleagues, it is important that they know something about their appointment in advance. Press releases to the local paper and radio should provide adequate coverage of the formation of the committee and might include the following information:

The names of the newly appointed advisory members.

Their professional positions and titles.

The name of the institution making the appointments.

The name of the chairperson of the school board making the appointments.

The role of the advisory committee.

The area of specialization they will serve.

Another excellent public relations idea is to provide a framed certificate of appointment for each advisory member signed by appropriate school personnel.

The First Meeting:[1]

Like any other first impression, the first meeting of the advisory committee will set the stage for all further work with the members. Start and end the meeting on time. Make absolutely sure everyone is acquainted; this can be done by having each person give some background information about themselves. Most of the time will be spent on orientation.

A helpful suggestion: At this first meeting, provide each advisory member with a notebook (school, youth organization or other) with tab organizers prelabeled with appropriate headings (Agenda, Minutes, Organization, Correspondence, Program Assessment.)

A suggested agenda can be found in Appendix G, page 57.

After the meeting is over the following items should have been accomplished.

Reasons for organizing the committee are well understood by the committee members and school officials.

There is a clearly defined committee function.

There is complete agreement that their function is a needed one.

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[1]Meetings are covered in Section III, page 21. Because of the importance of this first meeting to the effective organization of the committee, it is briefly covered here.

The advisory members have some understanding about the program(s) they are going to advise.

There is agreement to serve by the total membership.

There has been an orientation to the operating structure of the committee.

A date has been set for the next meeting.

An evaluation of the meeting has been completed by each member.

Constitution or Other Organizational Document:

The constitution identifies the structure and procedures for the advisory committee. (A sample is given in Appendix H, page 59.) A good way to introduce the committee to the constitution is to mail it out prior to the first or second meeting, with a review at the meeting following the mail out. In some cases, the committee will write their own document based on administrative guidelines. Groups that are organized according to their function, rarely need a formal organizational document.

Orientation of Advisory Members to Cluster Program:

Getting off to a good start is a key to maintaining an effective and enthusiastic committee. Between the initial contact of individual members and the end of the first meeting, each member should share in an orientation program. The objectives of such an orientation would be:

To acquaint members with the role of an advisory committee. From first contact, a prospective committee member will want to know what demands will be made in terms of time and other resources.

Committee members should know the scope of action in which they can become involved.

To clarify expected goals of the committee. By the end of the first meeting, each member should have a clear picture of the educational structure of the area they will be advising. They need to realize that their role is advisory in nature, and that the final decisions rest with the administration.

Committee members from private business tend to become impatient with the time it takes for approved suggestions to be acted upon. The orientation period is a good time to identify methods of budgeting, timelines, and other specifics regarding the operation of the program. (See Appendix I, page 63 for letter written by a former advisory committee member.)

Program of Work

Once committee members are oriented to the program and its goals, a program of work should be planned. The chairperson and the instructor should do preliminary organizing followed by involvement of the full committee at one meeting session--preferably the second. This process makes the program of work the

committee's, not the instructor's, and the committee will be more likely to achieve what they have identified throughout the year. A sample of work can be found in Appendix J, page 67.

An established advisory committee might choose to do a program assessment at the end of the school year. In the fall, the program of work is then built around the priorities that have been identified as a result of the assessment.

Election of Officers

Election of officers should be held during the second o third meeting, after members are somewhat acquainted. The temporary chairperson will conduct this election. (See Appendix F and G, pages 55 and 57.)

III. MEETINGS

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MEETINGS

KEY POINTS

The chairperson and responsible school representative have jointly planned the meetings.

Arrangements for facilities and equipment have been made.

Committee members have been notified and reminded of the scheduled meetings.

Committee recommendations have been followed up and appropriate action has been taken and reported.

Every meeting is evaluated by members.

WHY HAVE MEETINGS?

Other than the fact that advisory committee meetings are required for approval of a cluster program by the Oregon Department of Education, the following reasons exist:

Meetings are the fastest means for communicating information.

Meetings save time by getting immediate reactions and producing immediate results.

Advisory committee meetings provide a means for disseminating information and getting feedback, which facilitates the communication process by keeping misunderstandings to a minimum and fostering "positive" understanding.

Meetings provide a chance to gather ideas from a variety of participants.

The dynamics of group interaction produce results greater than those which could be obtained by individual contact.

Each committee member is made aware of a larger commitment to the program, not just individual commitment.

ELEMENTS OF A GOOD MEETING

The following list reviews elements common to good meetings. It is not all-inclusive, but if these points are covered, chances are the meeting will be a success.

1. The meeting begins on time.

2. The meeting has a clearly defined purpose, which is understood and accepted by the participants.

3. Participants arrive at the meeting already informed as to the major problems to be dealt with.

4. Though flexible and informal, the meeting moves right along and stays on the track, adjourning on time.

5. Committee members leave the meeting with a feeling of personal accomplishment and with challenges to meet.

6. Maybe the most important of all the points mentioned: There is follow-through on the meeting.

DO'S	DONT'S
Be sincere	Avoid expertise (instructor)
Be a good listener	Avoid group pressure
Be impartial	Avoid jargon
Be courteous	Avoid critical remarks
Be patient	Avoid surprises
Use tact	Avoid labor-management controversies
Give credit where due	
Instructor should talk only when called upon	

(See Appendix K, page 69, for Meeting Checklist)

HOW MANY MEETINGS ARE NECESSARY?

One of the most frequently asked questions is, "How many meetings are necessary?" Once the purpose of the committee is understood and the appropriate program needs identified, the number of meetings necessary will be evident. Without identified program "needs," there is probably no reason to have any meetings, let alone worry about how many.

A newly formed committee will need to meet more frequently than an established one. Most new committees find that several organizational meetings are necessary, scheduled fairly close together. An established committee needs a regular meeting at the beginning of the school year to lay out a specific program of work for the coming year, one at the end of the year to evaluate the year's activities and suggest improvements, and as many regularly scheduled meetings in between as the committee feels necessary to assess progress and to deal with major concerns. Special meetings may also be necessary from time to time.

Remember that holding a meeting without a clear-cut purpose is probably worse than having no meeting at all.

PLANNING THE DATE, TIME AND PLACE

The first step in planning a meeting is to determine the most convenient date, time and place. After the first meeting, this is usually done just before the

adjournment of each meeting. For the first meeting and any special meetings, it will be necessary to contact each member to see what dates are open. It can be difficult to find a date and time that is convenient for all committee members. If no day can include all members, it may be effective to rotate the days on which the committee meets, so that even the busiest members can be accommodated at least part of the time.

The same problem sometimes exists with the time of day that the meeting will be held. Rotating meeting times has also proven effective. Some of the following types of meetings might be tried at various times.

Evening meetings (Dinner/Dessert)
Luncheon meetings
Afternoon meetings
Mid-morning meetings
Breakfast meetings

Facilities are an important ingredient in any meeting. Some of the important selection criteria are:

Convenience to the committee members
Fewest possible interruptions
Adequate lighting, heating and ventilation
Convenience for use of visual aids
Adequate seating, which can be arranged in a face-to-face situation, e.g., conference table
The surroundings should reflect the role of the committee and the program

Likely choices are a school conference room, the library or a cluster classroom. While creativity in facilities is encouraged, having a permanent meeting place avoids confusion.

PLANNING THE AGENDA

The next step is to make an appointment with the chairperson to plan the agenda. Planning an agenda takes care of two very important points:

A planned agenda encourages the school representative to present clearly defined problems to be solved and goals to be reached, using the program of work as a guideline.

A planned agenda mailed to committee members gives them an opportunity to think things out, gather necessary data and develop a point of view.

Agenda items should reflect the interest and knowledge of committee members. Getting together allows the chairperson to provide input, including additional items that have developed from communications with other committee members. It gives the chairperson a head start and more confidence in conducting meetings.

A good test of an agenda item--Does it meet most or all of the following:

1. Is this a real concern?

2. Is this a problem the school wishes to solve?
3. Will the school use the committee recommendations?
4. Is this a question that the committee is or will become interested in?
5. Is the committee prepared to discuss and make recommendations on this type of concern?
6. Do members have sufficient facts and background information available to make worthwile suggestions?
7. Does the item relate to timelines identified by the program of work?

This get together is also a good time to anticipate possible problems that may arise during the meeting. If meetings are planned only in terms of problems to be solved, one of the most important outcomes of the meeting would be neglected: the individual. The meeting should be planned and conducted with the individual members in mind; each committee member should get something out of the meeting; e.g., a new insight, a meaningful assignment, an opportunity to be heard, and the feeling of accomplishment.

To foster freedom of expression, allow a segment of the meeting for general concerns and discussion. Confine extraneous business to this definite time.

(See Appendix L, page 71, for suggested agendas.)

FINAL PLANNING

Checking Reservations

Double check facility and equipment reservations; make sure those responsible know what is wanted.

Informing Members of the Meeting

With an agenda and a confirmed time and meeting place, notices, including a copy of the agenda, should be mailed. It is also wise to send a copy of the minutes of the previous meeting, as an update for all members. The letter should be over the signature of the chairperson and should go out to the committee members at least two weeks in advance of the meeting. At the same time, other guests should be invited by phone or written invitation. (Hole punch all material so it can be placed directly into notebooks.)

Preparation of Meeting Materials

Much meeting time can be saved by presentations which present facts in a clear manner.

In general, reports should be brief; if presenting a series of facts, ensure smooth transitions from one set of figures to another. Use visual aids and variety in presentation.

Meetings often present much oral information and notes should be taken for later reference.

Notice on the Day of the Meeting

On the day of the meeting or the afternoon before, phone those who are to attend the meeting. Not only will this courtesy improve attendance, it also allows one more chance to communicate with each member and clarify agenda items.

Final Preparations

The school representative should arrive early to prepare the meeting.

1. Seating should be arranged facing in.
2. Ash trays should be provided. (Clearance should be obtained for smoking privileges as appropriate.)
3. Coffee and cookies should be conveniently located.
4. Check audiovisual aids to see that they are operating properly and placed ready for use.
5. Have note paper and pencils available and manila folders for handouts and notes. (Hole punch)
6. Prepare name tags.
7. Check lighting, ventilation, heating and sound systems.

What to Do Before the Meeting Starts

As members and guests arrive, introductions should be made, refreshments offered. This time can be used to exhibit items of interest such as new teaching materials, student projects and information bulletin boards.

Students may be used as hosts and hostesses.

Tips for Problem-Solving

The following questions may be used as helpful steps in problem-solving:

Where are we now?
What is our target?
Do we have all the pertinent information?
What are the alternatives?
How is each alternative effected by policies, financial limitations, ultimate consequences?
What are the recommendations?

Each problem should be presented in the form of a question.

Each meeting may find several problems being discussed, each in various stages of the above plan.

EVALUATION OF MEETINGS

Soon after the meeting, the school representative and the chairperson should meet to evaluate the meeting using those evaluation forms completed by committee members. (See Appendix M, page 73, for form.)

The results of this analysis should be considered when planning the agenda for the next meeting.

Even a highly successful meeting should be analyzed to identify why it was so successful.

FOLLOW-UP

Although the crucial element of follow-up often is neglected, for the school representative this is where the real work begins. The following items would need immediate attention:

1. Prepare minutes. (See sample MINUTES, Appendix N, page 75.)
2. Prepare special reports.
3. Mail copies of above.
4. Forward committee recommendations to the superintendent, school board or appropriate persons.
5. Take necessary action on recommendations.
6. Report action taken and results to members.
7. If action is not taken, give reasons.
8. Follow through by checking on people with assignments from the chairperson. (The chairperson may wish to do this, but offer your services.)
9. Send thank you notes to special participants.
10. Mail a copy of the minutes to the appropriate specialist at the Oregon Department of Education.
11. Arrange for any special public relations or publicity.

IV. MAINTENANCE

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KEY POINTS

Committee members are given an opportunity to be active participants in meeting and program development.

Committee members are informed of the impact their recommendations have had on the program.

Committee members have developed a long-range plan of action.

Committee members have received appropriate recognition for their contributions.

Committee members are able to be involved in meaningful projects.

The purpose of this unit is to suggest activities which will keep a committee active and motivated. The following suggestions have been found effective in keeping a committee stimulated. Some of the following discussion has been covered in a previous unit.

ORIENTATION OF MEMBERS

Getting off to a good start is a key to maintaining an effective and enthusiastic committee. Between the initial contact and the end of the first meeting, each member should be oriented. The objectives of such an orientation would be:

1. To acquaint members with the role of an advisory committee. From the first contact, prospective committee members will want to know what demands will be made in terms of time and resources.

   By the end of the second meeting, committee members should know the scope and limits of advisory committee involvement.

2. To facilitate an understanding of the reasonable expectations for the advisory committee. By the end of the first meeting, each member should have a clear picture of the educational structure involved in the area they will be advising. They need to realize that their role is advisory in nature, that the final decisions rest with the administration.

3. To facilitate an understanding of the broader goals of the district. An overview of the total educational program, current and long-range objectives and accomplishment, assists committee members in problem-solving.

LONG-RANGE COMMITTEE PLAN

Instead of emphasizing small units of time, such as the number of hours spent in a meeting, or the number of meetings per year, emphasize the long-range role of the committee; group and individual contributions take on more dimension.

There is a limit to the number of tasks the committee can perform at any one time. While some functions will not apply at the present time, they may become important as the program develops. To effectively utilize committee time will require a long-range plan; a clarification of goals. (Appendix A, page 35.)

MEANINGFUL WORK

In general, committee members will be satisfied if they feel that their efforts as committee members are contributing to the development of the program.

1. Keep committee members informed of the impact that their recommendations have had on the program. Program developments which follow committee recommendations provide concrete evidence of committee contributions.

2. If committee recommendations are not implemented, a careful explanation should be made immediately to committee members, to let members know that their ideas have been carefully considered.

3. Do not implement changes which lie within the realm of advisory committee action without involving the committee. Such action would only confuse the members as to their roles.

OUTSIDE ASSIGNMENTS

Committee members often are assigned tasks to be carried out between meetings. The institutional representative and the chairperson should carefully plan assignments to fit the knowledge and interests of individual members. Be careful not to assign too much detail work for any one member to accomplish. If an assignment includes detail work, the institution should work closely with the committee to provide support.

RECOGNITION

Most advisory committee members give a considerable amount of effort to their assignments and many contribute beyond these assignments. They deserve recognition.

There are several ways to provide recognition for committee members. One of these is to provide publicity. News releases, slide programs and brochures can be developed to feature the role and achievements of the committee.

Vocational youth organizations can recognize committees by inviting them to meetings, awards programs and banquets. Formal presentation of awards is a good form of recognition.

Individual achievements outside of the commitee function should also be recognized. Board members, administrators and instructors should communicate congratulations for individual achievement. Committee meetings are an excellent channel for such statements of recognition and add to the tone of the meeting. (See Appendix O, page 77, for sample appreciation letter.)

CONTINUED COMMUNICATION

The preceding guidelines emphasize the elements necessary for a vigorous committee. Remember that an effective committee is an informed committee. Don't be afraid to communicate between meetings.

REVITALIZING AN OLD COMMITTEE AND/OR INEFFECTIVE COMMITTEE

Over the past fifteen years, many schools have organized advisory committees to meet the intent of the Vocational Education Act of 1963. Many of these committees were formed as an expedient to meeting program assurances and were never intended to be active advisory groups.

The Vocational Education Amendments Act of 1976 has placed a renewed emphasis on local advisory committees and a stronger emphasis on accountability. Thus, long established committees will need to be examined for their effectiveness.

Some approaches to revitalization and reorganization of advisory committees are listed as follows:

1. Is balanced membership a problem?

   Completely disband the old committee and restructure a new one.

   Add appropriate members to the old committee to achieve the desired balance.

   Check with all old members to determine if they wish to continue to serve and explain the reorganization procedures.

2. Are members actively involved in the meeting?

   Plan meetings that promote active participation.

Observe the verbal participation of school personnel. Perhaps they are unknowingly dominating the meeting.

Be sure to plan meetings with the advisory chairperson.

Be sure the advisory committee chairperson is prepared to conduct the meeting.

Make sure all materials are sent to members ahead of time so they are informed.

3. Is the program of work meaningful and developed by the committee?

Have the committee complete a program assessment, set priority needs based on the assessment, develop a meaningful program of work based on the identified priorities.

Be sure that the activities identified in the program of work are realistic for the advisory group to accomplish.

School personnel should work with the committee chairperson on preliminary planning.

4. Does the committee feel a sense of accomplishment and are they provided with adequate feedback on the disposition of past accomplishments?

Be sure to notify the committee of the results of recommendations they have made.

Be sure they are recognized by letters of appreciation, certificates of appreciation, invitations to appreciation banquets, and other appropriate public recognition.

Listen and act upon the committee's advice whenever possible.

5. Does the committee feel like rubber stamps?

Let them provide the input that will be utilized in solving problems.

Make sure their program of work is designed realistically involving useful activities.

If they are to approve something, be sure they have been involved in the planning and are adequately informed.

V. APPENDIX

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RECOMMENDED FUNCTIONS

The following list of functions may be helpful in developing a program of work for advisory committees.

Committees might work in several or all of the following areas:

__ Keep school personnel informed on current requirements relating cluster curriculum.
__ Provide advice on the selection of equipment and types of facilities needed for instruction.
__ Recommend criteria pertaining to employer expectations for students.
__ Assist students in procuring employment.
__ Assist in community surveys (job surveys and employment surveys).
__ Assist in the placement of qualified graduates.
__ Make recommendations as to community needs in the area of adult education programs and courses.
__ Assist in the evaluation of the cluster program.
__ Provide financial assistance in certain instances.
__ Assist in course and curriculum planning, including course content (in an advisory capacity).
__ Assist in conveying information to the community about the program. Help sell the program to the community.
__ Assist in securing adequate training stations.
__ Sponsor youth organizations.
__ Provide guidance in wage and hour problems.
__ Act as a sounding board for new ideas.
__ Assist in establishing realistic achievement levels for entry level skills.
__ Participate in employer-employee banquets and other special functions.
__ Serve as a source for securing community resources.
__ Assist in developing appropriate projects when the project method is utilized.
__ Provide input into the development of long-range plans.
__ Act as an instructor appraisal committee as the need arises, but only in recommended areas (not hiring).
__ Provide assistance in preparing and printing informational publications designed for student recruitment and employer groups.

This list of recommended functions is not inclusive, yet it covers the major areas of concern. It is important to note that the success of the committee in carrying out these functions will depend on the ingenuity of the instructor and the relationship of the instructor to the committee chairperson.

Greater use of advisory committees can be made through the use of long-range planning of functions by the year. An expanded list of possible functions follows; first, a list for secondary schools and community colleges, and second, a list for elementary and junior high schools.

SUGGESTED FUNCTIONS FOR CLUSTER AND SPECIALTY COMMITTEES:

	1st Year	2nd Year	3rd Year
Student Selection and Placement			
1. Recommend criteria pertaining to employer expectations of students.			
2. Provide information concerning desirable aptitudes and the education and experience background applicants for entry-level jobs should have so that educators can properly plan student recruitment, education and training programs.			
3. Assist in placement of qualified graduates.			
4. Assist in securing adequate training stations.			
5. Provide assistance in preparing and printing informational publications designed for student recruitment as well as employer groups.			
6. Encourage young people and parents to consider vocational and technical education and training through such activities as visits to "feeder schools," speeches to civic clubs, and career day meetings.			
7. Assist in the screening of students applying for admission to the courses.			
8. Arrange plant and field trip visits for students and counselors.			
9. Provide vocational guidance literature to teachers, counselors and students.			
10. Assist and participate in surveys of local industry manpower needs.			
11. Place school graduates in jobs.			
Student Recognition			
1. Sponsor youth organizations.			
2. Participate in employer-employee banquets and other special functions.			
3. Provide scholarships and other financial assistance for outstanding graduates who wish to continue their education and training.			

	1st Year	2nd Year	3rd Year
4. Provide prizes to outstanding students.			
Instruction Program			
1. Keep school personnel informed on current requirements relating to the cluster curriculum.			
2. Provide advice on the selection of equipment and types of facilities need for instruction.			
3. Assist in the establishment of standards of proficiency to be met by students.			
4. Make recommendations as to community needs in the area of adult education programs and courses.			
5. Assist in the evaluation of the cluster program.			
6. Provide financial assistance in certain instances.			
7. Assist in course and curriculum planning, including course content (in an advisory capacity).			
8. Assist in establishing a realistic achievement level for entry level skills.			
9. Serve as a source for securing community resources.			
10. Assist in developing appropriate projects when the project method is utilized.			
11. Provide input into the development of long-range plans.			
12. Assist in the preparation and review of budget requests for laboratory and shop equipment and supplies.			
13. Evaluate physical conditions, adequacy of equipment, and layout of laboratory or shop.			
14. Obtain needed school equipment and supplies on loan, as gifts or at special prices.			
15. Assist in the development of school policy concerning the kinds and volume of production work or "live jobs" to be produced by students so that this work will be of instructional value in the education program.			
16. Establish and maintain a library of visual aids, magazines and books concerning industry.			

	1st Year	2nd Year	3rd Year
17. Arrange plant or field trip visits for teachers.			
18. Provide sample kits of raw materials, finished products, charts and posters for exhibit and instructional purposes in classrooms and shops.			
Teacher Assistance			
1. Provide guidance in wage and hour problems.			
2. Act as a sounding board for new ideas.			
3. Act as an instructor appraisal committee as the need arises.			
4. Provide funds to help local teachers attend regional and national meetings of industry and teachers' organizations.			
5. Arrange meetings for teachers to establish cooperative relationships between the school and industry.			
6. Arrange summer employment for teachers.			
7. Conduct clinics and inservice training programs to assist teachers.			
8. Arrange for substitute or resource teachers from industry to assist regular teachers.			
Public Relations			
1. Assist in conveying information to the community about the program.			
2. Provide speakers to address trade and civic groups concerning the industry's education and training program in the school.			
3. Provide news stories concerning school programs to magazines published for specific industry groups.			
4. Provide news stories concerning the school program to local news media.			
5. Attend meetings in support of career education which may be called by local and state school officials, boards and legislative groups.			

	1st Year	2nd Year	3rd Year
6. Participate in radio and television programs designed to sell career education to the public.			
7. Advise employees and their families concerning school programs by posting information on bulletin boards and putting news stories in company bulletins.			
SUGGESTED FUNCTIONS OF EXPLORATORY AND AWARENESS COMMITTEES:			
Student Selection and Placement			
1. Assist and participate in surveys to identify local industries that are willing to sponsor work observation.			
2. Provide assistance in preparing and printing publications designed for employer groups.			
3. Recommend criteria pertaining to employer and student expectations for work observation students.			
4. Assist in the placement of interested work observation students.			
5. Encourage young people and parents to consider vocational and technical education and training through visits to classrooms, career day meetings, and speeches to parent groups.			
6. Arrange plant or field visits for students and counselors.			
7. Provide career guidance literature to teachers, counselors and students.			
Student Recognition			
1. Provide prizes to outstanding students and groups.			
Instruction Program			
1. Work with school personnel to inform them on current employment requirements relating to a given career.			
2. Provide financial assistance in certain instances.			
3. Assist in course and curriculum planning, including course content.			
4. Serve as a source of securing community resources.			

	1st Year	2nd Year	3rd Year
5. Assist in developing appropriate projects using basic occupational skills.			
6. Provide input for the development of long-range plans.			
7. Obtain needed school equipment and supplies on loan, as gifts or at special prices.			
8. Establish and maintain a library of visual aids, magazines and books concerning industry.			
9. Arrange plant or field trip visits for teachers.			
10. Provide sample kits of raw materials, finished products, charts and posters for classrooms and shops as instructional exhibits.			
<u>Teacher Assistance</u>			
1. Assist in conveying information to the community about the program.			
2. Provide speakers.			
3. Provide news stories concerning school programs to magazines published for specific industry groups.			
4. Provide news stories concerning the school program to local news media.			
5. Attend meetings called by local and state school officials, boards and legislative groups supporting career education.			
6. Participate in radio and television programs designed to promote career education to the public.			
7. Advise employees and their families concerning school programs by posting information on bulletin boards and putting news stories in company bulletins.			

ORGANIZATION CHECKLIST

	Needs to Be Done	Accomplished
1. Write concise mission or goal statements for committee establishment. (Involve instructor who will be working with the committee.)		
2. Clear establishment of a committee with: Department Chairperson Principal Superintendent School Board		
3. Invite members who will provide representation of major occupational fields.		
4. Consider balanced membership (not all managers).		
5. Send a letter of appointment from the superintendent to all members after board approval.		
6. Know the position of the organizer in relation to the committees operation.		
7. Write press release on committee formation or change.		
8. Select a temporary chairperson to chair the first meeting.		
9. Provide a secretary for the group.		
10. Develop a constitution[1] to meet the committee's needs, including: Terms of membership to provide for a rotation Election of officers--chairperson, vice chairperson Rules of operation		
11. Select officers (chairperson, vice chairperson)		

[1]This is a policy document and is optional; however, policy should be clearly identified by the local educational agency prior to the organization.

ADVISORY COMMITTEE COMPOSITION

Items to consider in the selection of committee membership are found in the following checklist:

	YES	NO
Belief in the goals of career and vocational education.	___	___
Interest and willingness to serve?	___	___
Representative of occupational areas?	___	___
Representative, geographically speaking, of the community?	___	___
Knowledgeable about community needs and interests?	___	___
A recognized influential person?	___	___
Representative as to age, political membership and organizational affiliation?	___	___
Member of a pressure group?	___	___
Open to ideas?	___	___
Available for regular meetings?	___	___
Educational background?	___	___

In addition to committee members with occupational backgrounds, the following individuals might serve as ex-officio members of the committee.

Vocational Director
Guidance Personnel
Administrator
Curriculum Director
Teacher of Allied Supporting Services
School Board Members
Principals
Students

The number of such persons should be limited. People from the community should represent the majority of the committee membership.

APPENDIX D

SUGGESTED OCCUPATIONS FOR COMMITTEE MEMBERSHIP

AGRICULTURE

Student
Farmer and Rancher
Agriculture Business
- Equipment Dealer
- Banker
- Chemical Dealer
- Seed and Feed Dealer
- Cooperative Person

Ornamental Horticulture Personnel
- Nurseryman
- Landscape Gardener
- Florist
- Parks and Grounds Maintenance Person

Forestry Personnel
- National Forest Service
- National Parks
- Private Forest Industry

Community College/High School Representative

BOOKKEEPING AND ACCOUNTING

Student
Certified Public Accountant
Bookkeeper
Payroll Clerk
Internal Revenue Agent
Credit Manager--Chain Store
Bank Cashier
Office Manager
Loan Company Counselor
Computer Programmer
Community College/High School Representative

CLERICAL

Student
Key Punch Operator
Receptionist
Bank Teller
Clerk-Typist
Credit Manager
Credit Records Clerk
Personnel Director
Office Manager
Community College/High School Representative

COMBINED ADVISORY COMMITTEE

Membership would consist of representatives from the various cluster areas found in the school. Refer to the various occupational areas for specific membership.

CONSTRUCTION

Student
Workers or Representatives from these areas:
- Carpenter
- Roofer
- Painter
- Pipe Fitter
- Floor Layer
- Iron Worker
- Bricklayer/Cement Mason

Professional Areas
- Contractor
- Banker
- Architect
- Building and Loan Official
- Realtor
- Appraiser
- Building Inspector

Trade Associations
- AFL-CIO
- Building and Trades Council
- Apprenticeship Council
- Home Builders Association

Community College/High School Representative

COOPERATIVE (CO-OP) WORK EXPERIENCE COMMITTEE

Co-op work experience is a part of a number of occupational programs in schools and a special committee could be formed. This committee may draw representative membership from established occupational committees or a new committee may be formed representing various work experience areas.

DIVERSIFIED OCCUPATIONS

Membership of this committee would vary depending on employment opportunities and student interest.

Student
Private and Public Agencies
- Employment Office
- Public Works
- Police-Fire Department
- Post Office
- Family Services

Business
- Banker
- Chamber of Commerce
- Store Operator or Manager
- Manufacturer

Trade Associations
- Retail Representative
- Apprenticeship Representative

Community College/High School Representative

ELECTRICAL

Student
Workers or Representatives from These Areas:
- Appliance Servicer
- Electronics Technician
- Electrician
- Electronics Assembler
- Load Dispatcher
- Telephone Line Repairer
- Electronics Teacher

Professional Areas
- Electrical Contractor
- Appliance Store Owner or Manager

Trade Associations
- Apprenticeship Representative

Community College/High School Representative

FOOD SERVICE

Student
Restaurant Operator and Employee
Union Official
Waiter-Waitress
Baker
Cook/Chef
Institutional Food Service
School Food Servicer
Caterer
Franchise Operation/Operator
Dietitician
Food Supplier
Student
Restaurant Association of Oregon Representative
Community College/High School Representative

FOREST PRODUCTS

Student
Workers or representatives from these areas:
- Federal Government
  - U.S. Forest Service

- National Park Service
- Bureau of Land Management

State Government
- Oregon Board of Forestry
- Oregon State University, School of Forestry
- Bureau of Labor

Private Industry
- Forest Product Industry
  - Plywood Mill
  - Paper Mill
  - Saw Mill
  - Independent Loggers Association
- Private Forest Service Organizations
- Union Representative

Community College/High School Representative

HEALTH

Student
Medical Doctor
Nurse
Dentist
Dental Assistant
Laboratory Technician
Medical Assistant
Occupational Therapist
Community College/High School Representative

INDUSTRIAL MECHANICS

Student
Workers or representatives from these areas:
- Automotive Mechanic
- Construction Equipment Mechanic
- Diesel Mechanic
- Garage Supervisor
- Maintenance Mechanic
- Millwright
- Office Machine Servicer
- Refrigeration/Air Conditioning Mechanic
- Stationary Engineer
- Service Station Attendant

Professional Areas
- Community College/High School Mechanics Teacher
- Automobile Service Manager
- Office Machine Distributor
- Career Counselor

Trade Associations
- Apprenticeship Representative
- Employment Division

Community College/High School Representative

MARKETING

Student
Workers or representatives from these areas:
- Grocery Clerk or Manager
- Banker
- Department Store Clerk or Manager
- Wholesaler
- Manager, Small Business
- Realtor
- Insurance Agent
- Purchasing Agent, Industrial

Professional Areas:
- Retail Merchants Association, Representative
- Chamber of Commerce Representative
- Manager, Private Employment Office
- Training Station Sponsor
- Educational Counselor

Trade Association
- Union Representative

Community College/High School Representative

METALS

Student
Workers or representatives from these areas:
- Machinist
- Auto body Repairer
- Sheet Metal Worker
- Welder
- Foundry Worker
- Metallurgist

Professional Areas:
- Contractor
- Banker
- Loan Association Representative

Trade Associations
- Apprenticeship Representative

Community College/High School Representative

STENO-SECRETARIAL

Student
Employment Division Manager
Executive Secretary
Secretary
Legal Secretary
Stenographer
Office Manager
Personnel Director
Certified Professional Secretary
Community College/High School Representative

CHECKLIST FOR DEVELOPING LETTERS TO COMMITTEE MEMBERS

The following checklist may prove helpful in developing letters of appointment for prospective committee members.

		YES	NO
1.	Description of the role of the advisory committee.	____	____
2.	Statement of the overall philosophy of the programs.	____	____
3.	Indication of support from the board and administration.	____	____
4.	Invitation to serve.	____	____
5.	Details about the first meeting (time, place, date, and length).	____	____
6.	Directions for answering the invitation.	____	____

SAMPLE LETTER INVITING INDUSTRY
REPRESENTATIVES TO SERVE ON AN
AD HOC ADVISORY COMMITTEE

October 1, 19

Mr. Thomas More, Manager
More Caterers
1471 Myrtle Drive
Oregon

Dear Mr. More:

Our district is exploring the need for an occupational education program in the field of Food Services and Restaurant Management. It will be necessary for us to have assistance from your industry in formulating plans for this to determine needs. We are therefore organizing an ad hoc advisory committee under the direction of _____.

Because of your extensive experience in the food service industry, we would like to invite you to serve on this advisory committee. While the district will profit materially from your guidance, you will also be rendering a service to your community and the industry.

We are tentatively planning to hold only three group meetings during the coming year. This can, of course, be decided later by the committee at the organizational meeting on October 6 at 7:00 p.m. in the Board Room. Please sign and return the enclosed self-addressed card if you can attend.

If you have any questions, please feel free to contact me.

Sincerely,

Chairperson
Board of Education

Enclosure

SAMPLE LETTER ANNOUNCING OFFICIAL
APPOINTED BY COLLEGE SUPERINTENDENT
OR BOARD OF EDUCATION CHAIRPERSON

October 15, 19

Miss Germaine Faust
Key Typewriter Company
721 Mercer Street
Oregon

Dear Miss Faust:

The Board of Education takes great pleasure in welcoming you as a member of our working team. Your appointment to serve a three year term on the Office Education Advisory Committee was approved at last night's meeting.

Your extensive background and experience in the retailing and servicing of office machines and equipment qualify you as a most valuable member of this advisory team. Not only can this be an opportunity to contribute your talent to the industry, but to the community at large as well.

We look forward to a happy and successful year for the Office Education Program with your guidance and assistance.

Sincerely,

Chairperson
Board of Education

ROLES AND RESPONSIBILITIES OF SELECT COMMITTEE OFFICERS

THE CHAIRPERSON

The chairperson is the key member of the committee. The effectiveness of meetings will be in almost direct proportion to the chairperson's ability.

Following the election of officers, the school representative and appropriate officers, should get together in an informal meeting and orient themselves to their forthcoming responsibilities.

The chairperson has primary responsibility in conducting meetings. The meetings must start promptly, proceed effectively and close when the business has been completed. The following list of functions will clarify the chairperson's duties during the meeting.

1. Maintain the central purpose of the meeting; objectives must be clear to all participants.
2. Keep the discussion concise and relevant to the issues.
3. Guide the discussion.
4. Make transitions and summaries to facilitate the flow of the meeting.
5. Make decisions based on the discussion.
6. Arrange for assignments which will implement the decision.
7. Arrange for effective follow-up on the assignments.
8. Close the meeting promptly when all items on the agnenda have been covered.
9. Follow rules of parliamentary procedure.

EXECUTIVE SECRETARY

The school representative acts as the executive secretary to the committee, the election is a formality. Most executive secretaries take the minutes of the meetings themselves, some provide someone else to take the minutes so that they can concentrate on the dynamics of the meeting. Whichever option is taken, the following duties fall upon the executive secretary.

1. Expedite all matters before the committee.
2. Prepare descriptive materials and other information necessary for the chairperson to function effectively.
3. Prepare and distribute necessary reports (progress and special reports).
4. Plan agenda with chairperson.
5. Prepare and send out notices of meetings, agendas and other materials pertinent to the meetings.
6. Arrange for facilities, equipment and materials.

FIRST MEETING AGENDA
(SAMPLE)

DISTRIBUTIVE EDUCATION ADVISORY COMMITTEE
AGENDA

Date: Friday, September 17, 1977

Time: 7:00 - 8:30 a.m. (Breakfast)

Place: Aloha High School
Food Service Restaurant

Temporary Chairperson: Ms. Julie Escoffier
Supervisor, Trainees
Phone: 646-7100

* Introductions
(Temporary Chairperson and Instructor)

* Purpose of Advisory Committee
(Temporary Chairperson)

* Orientation to the Cluster Program
(Instructor)

* Identification of key issues and immediate needs
(Chairperson)

* Set time, place, date of next meeting
(Chairperson)

* Evaluation of Meeting
(Chairperson--collect forms) (See Appendix M, page 73.)

* Adjourn on Time

SAMPLE CONSTITUTION OF AN ADVISORY COMMITTEE FOR CAREER EDUCATION

Section I - Name and Purpose

Article 1. The name of this organization shall be the _____ Advisory Committee for Career Education through the permission of the Board of Education of School District No. ____, Oregon.

Article 2. The advisory committee may direct its advice toward the Career Education supervisor, teachers of career education, career counselors, administration and/or the Board of Education. It shall limit its activities to matters whch directly concern Career Education in School District ____ and shall be strictly advisory in capacity having no legislative, policy making or administrative authority.

Article 3. It shall be the duty of the advisory committee to:

A. Study the needs of the community as they relate to Career Education and help to determine those activities which will assist students to prepare for a beginning and advancement to gainful employment.

   (1) Advise regarding the courses to be offered by the school district.
   (2) Offer constructive criticism of the instruction offered and the availability of instructional facilities.
   (3) Aid in the selection of vocational teachers and other personnel when assistance is requested by the instructor, the Board of Education or the administration.
   (4) Evaluate no less frequently than once a year the objectives, course offerings, personnel and instructional facilities of each career education program and submit a written report of the findings to the department head.

B. Study the programs of Career Education in other communities and encourage the use of those practices which may better the number and quality of career education programs and activities in the school district.

C. Serve as an avenue of communication between the local career education programs and the community.

Section II Membership

Article 1. The advisory committee shall consist of five to twelve members representing key cluster occupations and representative community groups determined by type of community.

Article 2. In addition to students, the membership shall be selected from a cross-section of citizens of School District No. ____ who are gainfully employed in the community and members shall receive written notice of their appointment by the Board of Education to career committees.

Article 3. An individual will automatically lose membership in the committee if this member fails to attend three (3) consecutive meetings without presenting good reason in advance to either the chairperson or secretary of the committee.

Article 4. A term of membership shall be filled by nomination of the committee members and selected by the Board of Education. At least two names shall be presented. The Board shall appoint members to fill vacancies.

Article 5. Vacancies because of resignations shall be filled in the above manner, with the appointment to the membership being good for the unexpired term of the member creating the vacancy.

Article 6. The Board of Education shall appoint at least one of its members to attend each committee meeting as a nonvoting member.

Article 7. The Director of Career Education shall attend committee meetings when possible and the counselor, principal and superintendent shall be encouraged to attend, but are not considered as voting members.

Article 8. The cluster committees shall be governed by the same rules as the parent council except that they may limit their nominations for membership to persons more closely associated with their area of employment.

Section III - Officers and Their Duties

Article 1. Officers of the committee shall be: Chairperson, Vice-Chairperson and Secretary. They shall serve a term of one (1) year. The term of office shall commence May 1.

Article 2. After the first year, the chairperson shall be elected from those who have served on the committee for at least one year. The other offices may be filled by a committee member.

Article 3. The officers shall be nominated from the floor and elected by a majority vote of the members present at the meeting.

Article 4. The Career Education Director may serve as a nonvoting secretary.

Article 5. Any vacancy in office will be filled by nomination and election from the floor at the next regular meeting after the vacancy occurs.

Article 6. The duties of the officers are as follows:

Chairperson

1. Preside over and conduct meeting according to accepted parliamentary procedure (Roberts Rules of Order).
2. Call special meetings.
3. Keep members on the subject and within time limits.
4. Appoint subcommittees and serve in an ex-officio capacity.
5. Represent the committee and speak on occasions.
6. Coordinate subcommittee efforts.
7. Follow up committee activities and check on progress being made.
8. Keep committee work moving in satisfactory manner.
9. Help the instructor prepare meeting agendas.

Vice-Chairperson

1. Assist the chairperson.
2. Have charge of committee work in general.
3. Preside over meeting in absence of the chairperson.
4. Be prepared to take over the duties and responsibilities of the chairperson.

Secretary (school person)

1. Prepare and read minutes of the meetings.
2. Attend to official correspondence.
3. Send out and post notices at the request of the chairperson.
4. Count and record a rising vote when taken.
5. Prepare committee reports.
6. Keep the permanent reports of the committee.
7. Read communications at meetings.
8. Have on hand for each meeting the following:
   Secretary's book and minutes of the last meeting,
   List of subcommittees and committee reports,
   Copies of the constitution and bylaws.

Section IV - Meetings

Article 1. Regular meeting of the committee shall be held monthly unless, in the opinion of the chairperson, insufficient business does not warrant a meeting.

Article 2. Regular meetings shall not exceed two (2) hours in duration unless so voted by a majority of the members present.

Article 3. Members shall receive written notice from the secretary at least three (3) days prior to any meeting.

Article 4. Five members shall constitute a quorum and can transact business for the committee.

Article 5. Special meeting of the committee may be called upon three (3) days notice to each committee member.

Article 6. All meetings of the committee will be open to the public.

Section V - Rules for Committee Members

Article 1. The committee shall function in an ADVISORY capacity only.

Article 2. The committee shall work only within the field of vocational education and with the school personnel designated by the Board of Education or its responsible agents.

Article 3. Only the committee as a whole may officially advise school officials.

Article 4. The committee shall not release publicity regarding its deliberations without approval of the Board of Education or its agents.

Article 5. The committee shall not, at any time, engage in public controversy with the Board of Education or school personnel.

Article 6. In accepting membership, an advisory committee member agrees to attend meetings regularly and take part in group studies and deliberations for the improvement of vocational education in the school and community.

Section VI - Amendments

Article 1.

This constitution may be amended by a two-thirds (2/3) majority vote of the advisory committee provided notices of the proposed change are given in writing at least ten (10) days prior to the voting.

AN ARTICLE FROM AN ADVISORY COMMITTEE MEMBER

IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE*

by Samuel M. Burt

This article, reprinted courtesy of the National Advisory Council on Vocational Education, first appeared in the July 1974 special edition of News from NACVE. Written as a businessman's reply to an invitation to serve on a school advisory committee, the article manages to tell an important story about the relationships and expectations businessmen have when dealing with the educational community. We thought that Mr. Burt told his story very well.--Editor.

Mr. Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation --if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate--as you, yourself, stated--"because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairman and other members of the committee and also tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited occasionally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own or my company's expense); and that I will occasionally receive a special invitation to attend a school function, a board of education meeting, a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school,

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and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-by-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember--as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter--not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting, and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what CETA (sic) educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort--as a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know beforehand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of the meeting date. Make it at a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in a parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on.

PROGRAM OF WORK FOR CLUSTER ADVISORY COMMITTEE DEVELOPED BY THE CHAIRPERSON AND INSTRUCTOR (SAMPLE)

	OBJECTIVE	ACTIVITY	DATE
1.	Provide for student use of current trade publications related to the key occupations in the cluster.	Contact committee members for their publications and suggested list publications.	Continuous
2.	Work as an outside team on the cluster assessment criteria developed by the Oregon Department of Education (ODE).	Assess cluster performance as established by the ODE. Compare assessment profile with school developed profile. Determine discrepancies and develop a program of work for improvement and development of program.	October & November
3.	Develop a long-range plan for the cluster area.	(1) Visit similar cluster programs in the area. (2) Develop a program philosophy consistent with the district career education philosophy. (3) Review current status through program evaluation. (4) Develop a five year plan to improve the situation. (Follow the format of the ODE planning guide.)	September to June
4.	Assist the instructor in the development of a cluster budget and see that the budget receives board consideration.	In conjunction with the evaluation and long-range plan, review the budget for the cluster, and visit board meetings when the budget is to be discussed.	November to March

CHECKLIST FOR EXECUTIVE SECRETARY - REGULARLY SCHEDULED MEETINGS

_____ 1. Meet with chairperson to plan meeting.

_____ 2. Confirm facilities and equipment.

_____ 3. Prepare notice of meeting, agenda, other essentials.

_____ 4. Send out notice of meeting, agenda, minutes of last meeting, ten days to two weeks in advance.

_____ 5. Prepare materials to be used at meeting.

_____ 6. Remind by phone those to attend (on same day as the meeting).

_____ 7. Arrive early to prepare for meeting:

- Seating arrangements
- Ash trays
- Coffee and cookies
- Audiovisual aids
- Note paper and pencils

_____ 8. Greet arrivals.

_____ 9. Assist in conducting meetings.

_____10. Collect meeting evaluation forms from each committee member.

_____11. Thank participants as they leave.

_____12. Evaluate with committee chairperson.

_____13. Prepare minutes.

_____14. Prepare special reports.

_____15. Mail copies of above.

_____16. Forward recommendations of committee to superintendent or appropriate person(s).

_____17. Take other necessary action on recommendations. (If action is not taken, committee members should be informed why not.)

_____18. Follow through on special assignments made by the chairperson.

SAMPLE AGENDAS

FIRST MEETING (See appendix G, page 57.)

SECOND MEETING

Desired Outcome of Second Meeting:

1. Adoption of a constitution and bylaws, "rules of operation," charter or some other operating instrument. (See Appendix H, page 59.)

2. Assignments to work on long-range planning.

Suggested Agenda:

1. Call to order by temporary chairperson.
2. Roll call.
3. Reading of the minutes of the first meeting.
4. Adoption of operational instrument.
5. Explanation of long-range planning.
6. Assignments made to research and make recommendations for long-range planning.
7. Consideration of critical issues.
8. Select officers.
9. Plan next meeting.
10. Adjourn meeting.

SUGGESTED AGENDA FOR SUBSEQUENT REGULAR MEETINGS

1. Call to order.
2. Roll call and introduction of new members and special guests.
3. Reading of minutes.
4. Review of agenda and changes, brief orientation.
5. Reading of communications.
6. Reports of subcommittees.
7. Consideration of routine (easy) business.
8. Major areas of consideration.
9. Plan next meeting.
10. Adjournment.

SPECIAL PROGRAMS

Special programs add interest to meetings. They all can be given at any point in the meeting that they may seem appropriate. Several types of special programs could be:

1. Superintendent--State of the District.
2. School Board Chairperson--inside report.

3. Program report
   - By instructor
   - By student
4. Youth group report.
5. Oregon Department of Education specialist report.
6. Other special guests.
7. Regional Coordinator report.
8. Tour of the facilities.
9. Movies and slide shows pertinent to topic of major interest.
10. District budget committee report.

EVALUATE
(Make up form based on this)

As soon after the meeting as possible, the school representative and the chairperson should evaluate the meeting. Some of the things that should be considered are:

1. Working relationships.
2. Was the staff preparation adequate to meet the committee needs?
3. Was the meeting conducted satisfactorily?
4. What was accomplished (products)?
5. Strong points of the meeting.
6. Weak points of the meeting.
7. Suggestions for improvement.
8. Analysis of transactions--to facilitate interactions and input of members.

EVALUATION FORM

1. Did the meeting begin on time? _____ yes _____ no

2. Were facilities and equipment adequately provided? _____ yes _____ no

3. Did you receive all information you required regarding this meeting?

   _____ yes _____ no

   Would you like it mailed out sooner? _____ yes _____ no
   Specify when _____.

4. Identify strong points of the meeting.

5. Identify weak points of the meeting.

6. What was accomplished?

7. Was the meeting conducted satisfactorily? _____ yes _____ no

8. Suggestions for improvement:

9. Other comments:

FORMAT FOR WRITING MINUTES

Minutes should correspond to the written agenda. Minutes record actions taken, not what was said. Use brief explanations. Minutes should include:

1. Time, date and place of meeting.
2. Name of presiding officer.
3. Name of secretary.
4. Roll.
5. Dates of correspondence and other documents considered at meeting.
6. Important decisions and recommendations.

These minutes should be prepared as soon after the meeting as possible while the information is still clear and easily remembered.

SAMPLE LETTER OF APPRECIATION
FROM SUPERINTENDENT OR BOARD CHAIRPERSON

May 15, 19

Mr. Black Forge
75 Central Avenue
Oregon

Dear Black:

Thank you for the important role you have played during the past year in our total career program. The industrial education department has attracted statewide attention during the past year, largely as a result of the dedicated and highly professional work of the advisory committee on which you serve.

I am convinced that a continuation of a superior cluster program in metals is possible only with the support of a knowledgeable and enthusiastic advisory committee.

Your help in setting this present standard of excellence is greatly appreciated. We hope you will serve on ad hoc committees as they are needed in the future.

May I extend to you an invitation to visit any of our occupational programs at any time.

Sincerely,

Chairperson
Board of Education

REFERENCES

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